**Eureka Math *A Story of Units***

**Second Grade – Module 3**

**2015-2016**

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Materials based on Eureka Math Version 3. End-of-Module test has been updated.

**Module Assessment Overview**

**Purpose of Assessments**

**Mid-Module Assessment:** These tasks address approximately the **first half** of the module’s learning objectives, and provide important information for instruction and for grading.

**End-of-Module Assessment:** These tasks are based on all standards addressed in order to gauge students’ full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Administration of Assessments**

* Mid- and End-of-Module Assessments are designed to be completed in approximately one math session. However, The tests can be given over multiple days as needed.
* Assessments are designed to be completed independently by students, without assistance.
* Items can be read to students as needed. (Read the items as written; do not reword.)
* These tasks should not be preceded by review of similar problems.

**Grading Guidance**

The grading scale on Elementary Report Cards has been changed for 2015-2016 and beyond. Please note that ***4 now indicates advanced understanding of grade level standards expected at this time of year.***

**4 – Advanced:** Student demonstrates advanced understanding of grade level standards expected at this time of year.

**3 – Proficient:** Student demonstrates proficiency with grade level standards expected at this time of year*.*

**2 – Basic:** Student demonstrates basic understanding of grade level standards expected at this time of year. Student needs additional support and practice.

**1 – Below Basic:** Student demonstrates minimal understanding of grade level standards expected at this time of year. Student needs significant support and practice.

**Rubrics and Checklists have been updated to reflect this change. Rubrics have been further modified from Eureka Math originals for clarity, accuracy, and alignment to Bethel’s grade scale.**

**General Grading Guidance:**

* On the report card, student learning is reported by CCSS domain. The Second Grade CCSS domains are: Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry.
* Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Module 3 Grading Guidance:**

* The standards assessed in Module 3 will not be assessed again. (See checklist on page 3.)

**Updates**

**Grade 2 Common Core State Standards Checklist by Module**

This grade-level chart provides an at-a-glance view of when each standard is addressed. Shaded boxes indicate standards that are first assessed in Module 3. Some standards may be assessed again in future modules. *Note that standards included in major clusters are followed by an asterisk (\*)*. Please refer to the Curriculum Overview of *A Story of Units* for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CCSS | | GRADE 2 MODULES | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 2.OA | 1\* | X |  |  | X |  |  |  |  |
| 2\* | X |  |  |  |  |  |  |  |
| 3\* |  |  |  |  |  | X |  |  |
| 4\* |  |  |  |  |  | X |  |  |
| 2.NBT | 1a\* |  |  | X |  |  |  |  |  |
| 1b\* |  |  | X |  |  |  |  |  |
| 2\* |  |  | X |  |  |  |  |  |
| 3\* |  |  | X |  |  |  |  |  |
| 4\* |  |  | X |  |  |  |  |  |
| 5\* | X |  |  | X |  |  |  |  |
| 6\* |  |  |  | X |  |  |  |  |
| 7\* |  |  |  | X | X |  |  |  |
| 8\* |  |  |  | X | X |  |  |  |
| 9\* |  |  |  | X | X |  |  |  |
| 2.MD | 1\* |  | X |  |  |  |  | X |  |
| 2\* |  | X |  |  |  |  | X |  |
| 3\* |  | X |  |  |  |  | X |  |
| 4\* |  | X |  |  |  |  | X |  |
| 5\* |  | X |  |  |  |  | X |  |
| 6\* |  | X |  |  |  |  | X |  |
| 7 |  |  |  |  |  |  |  | X |
| 8 |  |  |  |  |  |  | X |  |
| 9 |  |  |  |  |  |  | X |  |
| 10 |  |  |  |  |  |  | X |  |
| 2.G | 1 |  |  |  |  |  |  |  | X |
| 2 |  |  |  |  |  | X |  |  |
| 3 |  |  |  |  |  |  |  | X |

**Second Grade Module 3: Mid Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little or no evidence of reasoning with an incorrect answer.  (1 Point) | Evidence of some reasoning with an incorrect answer.  (2 Points) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points) | Evidence of solid reasoning with a correct answer.  (4 Points) |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 3: Mid Module Assessment** | | | | | | | | | |
|  | **Domain** | | | **Standards** | | | | | | |
| Question | Number and Operations in Base Ten | | | 2.NBT.1a | | 2.NBT.1b | | 2.NBT.2 | | 2.NBT.3 |
| 1a | 1 2 3 4 | | | X | | X | |  | | X |
| 1b | 1 2 3 4 | | | X | |  | |  | |  |
| 1c | 1 2 3 4 | | |  | | X | |  | |  |
| 1d | 1 2 3 4 | | | X | | X | | X | |  |
|  | | |  |  |  | |  | |
| Domain  Score | Number and Operations in Base Ten | | |  |  | |  | |
| Total Points |  | | |  |  | |  | |
| Level | 4 | 14-16 points | |  |  | |  | |
| 3 | 10-13 points | |  |  | |  | |
| 2 | 6-9 points | |  |  | |  | |
| 1 | 4-5 points | |  |  | |  | |

Note: For more information about standards assessed in this module, see back of this score sheet.

Note: The lowest rubric score is 1. Therefore, any student scoring at level 1 for each assessment item will still be assigned 4 points. This translates to a score of 1 in the grade book.

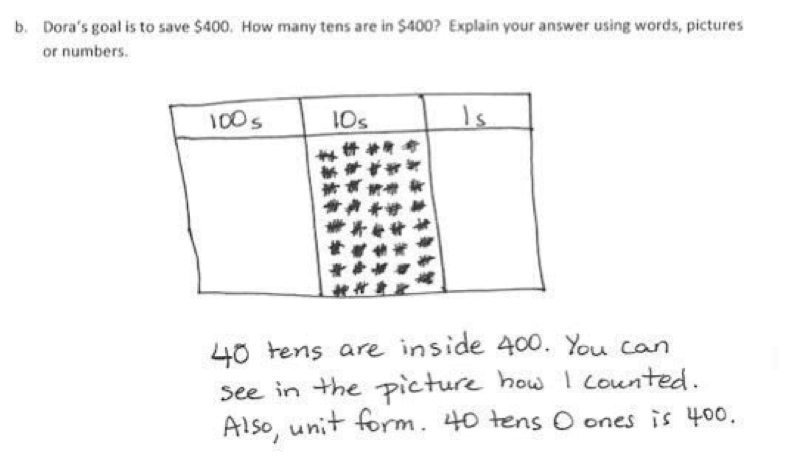
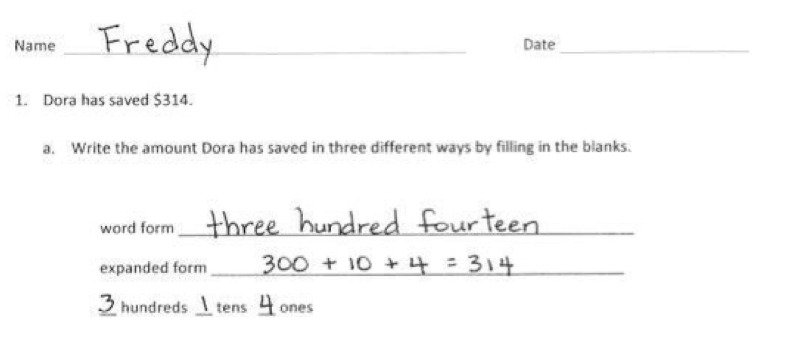
**Second Grade Module 3: Mid Module Assessment Task Score Sheet (continued)**

|  |
| --- |
| Mid-Module Assessment Task (Topics A–G)  Clusters and Standards Addressed |
| Understand place value.  2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones: e.g. 706 equals 7 hundreds, 0 tens and 6 ones. Understand the following as special cases:   1. 100 can be thought of as a bundle of ten tens – called a “hundred.” 2. The numbers 100-900 refer to one, two, three, four, five, six, seven, eight or nine hundreds (and 0 tens and ones).   2.NBT.2 Count within 1000: skip-count by 5s, 10s and 100s.  2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. |

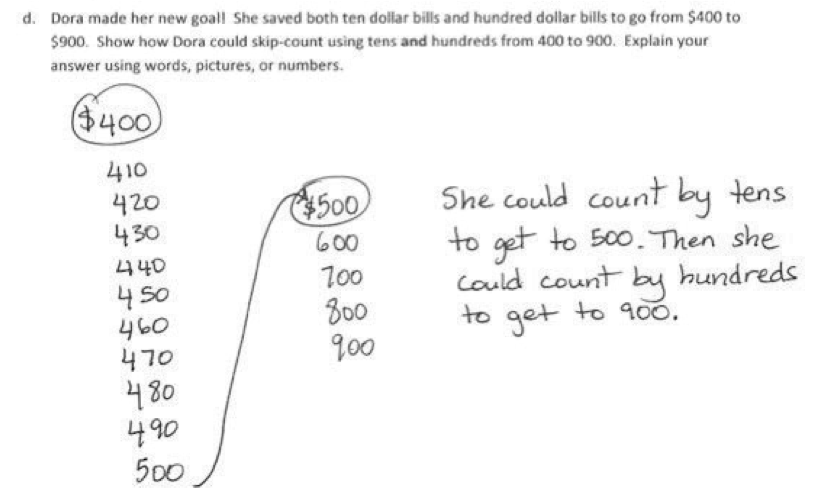
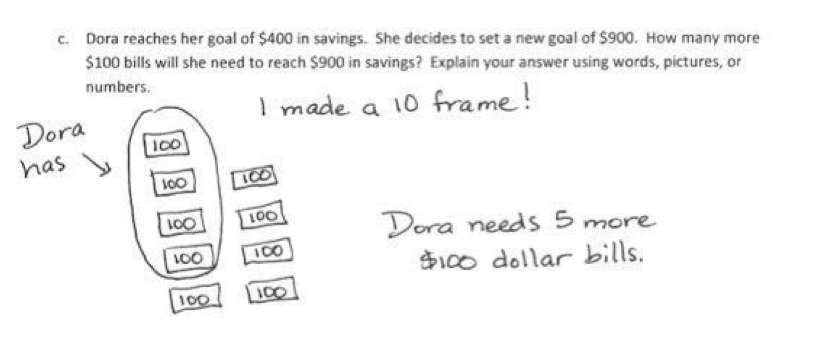
**Second Grade Module 3: Mid Module Assessment Task Rubric**

| A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item | STEP 1  Little or no evidence of reasoning with an incorrect answer.  (1 point) | STEP 2  Evidence of some reasoning with an incorrect answer.  (2 points) | STEP 3  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 points) | STEP 4  Evidence of solid reasoning with a correct answer.  (4 points) |
| **1(a)**  2.NBT.1  2.NBT.3 | The student correctly answers **0** of the three parts. | The student correctly answers **1** of the three parts. | The student correctly answers **2** of the three parts. | The student correctly answers **3** of the three parts. (See below.) |
| * **(1)** Three hundred fourteen * **(2)** 300 + 10 + 4 = 314 * **(3)** 3 hundreds 1 ten 4 ones | | | |
| **1(b)**  2.NBT.1a | The student correctly answers **0** of the two parts. | The student correctly answers **1** of the two parts. | The student correctly answers Part (1) and has a partially correct explanation. | The student correctly answers **2** of the two parts. (See below.) |
| **(1)** States there are 40 tens in 400.  **(2)** Gives a clear explanation using pictures, numbers, and/or words. | | | |
| **1(c)**  2.NBT.1b | The student correctly answers **0** of the two parts. | The student correctly answers **1** of the two parts. | The student correctly answers Part (1) and has a partially correct explanation. | The student correctly answers **2** of the two parts. (See below.) |
| **(1)** States that Dora needs 5 more $100 bills.  **(2)** Gives a clear explanation using pictures, numbers, and/or words. | | | |
| **1(d)**  2.NBT.1  2.NBT.2 | The student correctly answers **0** of the two parts. | The student  **(1)** uses tens **or** hundreds to count correctly from $400 to $900, using skip counting or bundling  OR  **(2)** Explains in pictures, numbers, and/or words. | The student  **(1)** uses tens **or** hundreds to count correctly from $400 to $900, using skip counting or bundling  **(2)** Explains in pictures, numbers, and/or words. | The student correctly  **(1)** uses tens **and** hundreds to count correctly from $400 to $900, using skip-counting or bundling  **(2)** Explains in pictures, numbers, and/or words. |

**Second Grade Module 3: Mid-Module Assessment Task Key**



**Second Grade Module 3: Mid-Module Assessment Task Key (continued)**



**Second Grade Module 3: End-of-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little or no evidence of reasoning with an incorrect answer.  (1 Point) | Evidence of some reasoning with an incorrect answer.  (2 Points) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points) | Evidence of solid reasoning with a correct answer.  (4 Points) |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 3: End-of-Module Assessment** | | | | | | | | | |
|  | **Domain** | | | **Standards** | | | | | | |
| Question | Number and Operations in Base Ten | | | 2.NBT.1 | | | 2.NBT.2 | | 2.NBT.3 | 2.NBT.4 |
| 1 | 1 2 3 4 | | |  | | |  | | X |  |
| 2 | 1 2 3 4 | | |  | | |  | | X |  |
| 3 | 1 2 3 4 | | | X | | |  | |  |  |
| 4 | 1 2 3 4 | | |  | | | X | |  |  |
| 5 | 1 2 3 4 | | |  | | |  | |  | X |
|  | | |  |  |  |  | |
| Domain  Score | Number and Operations in Base Ten | | |  |  |  | |
| Total Points |  | | |  |  |  | |
| Level | 4 | 18-20 points | |  |  |  | |
| 3 | 13-17 points | |  |  |  | |
| 2 | 8-12 points | |  |  |  | |
| 1 | 5-7 points | |  |  |  | |

Note: For more information about standards assessed in this module, see back of this score sheet.

Note:

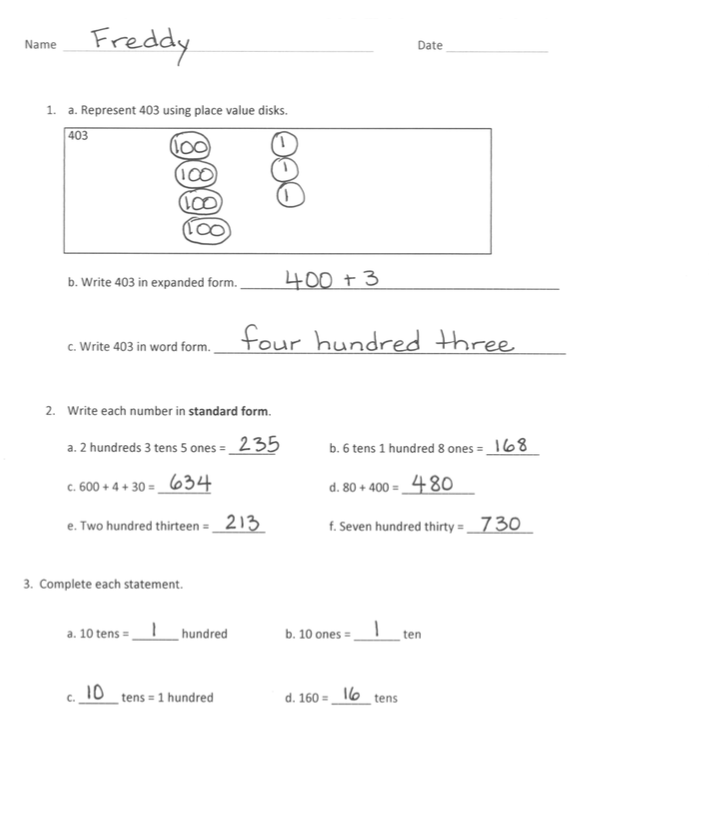
**Second Grade Module 3: End-of-Module Assessment Task Score Sheet (continued)**

|  |
| --- |
| End-of-Module Assessment Task (Topics A–G)  Clusters and Standards Addressed |
| Understand place value.  2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones: e.g. 706 equals 7 hundreds, 0 tens and 6 ones. Understand the following as special cases:   1. 100 can be thought of as a bundle of ten tens – called a “hundred.” 2. The numbers 100-900 refer to one, two, three, four, five, six, seven, eight or nine hundreds (and 0 tens and ones).   2.NBT.2 Count within 1000: skip-count by 5s, 10s and 100s.  2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.  2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens and ones digits using <,=, and < symbols to record the results of comparisons. |

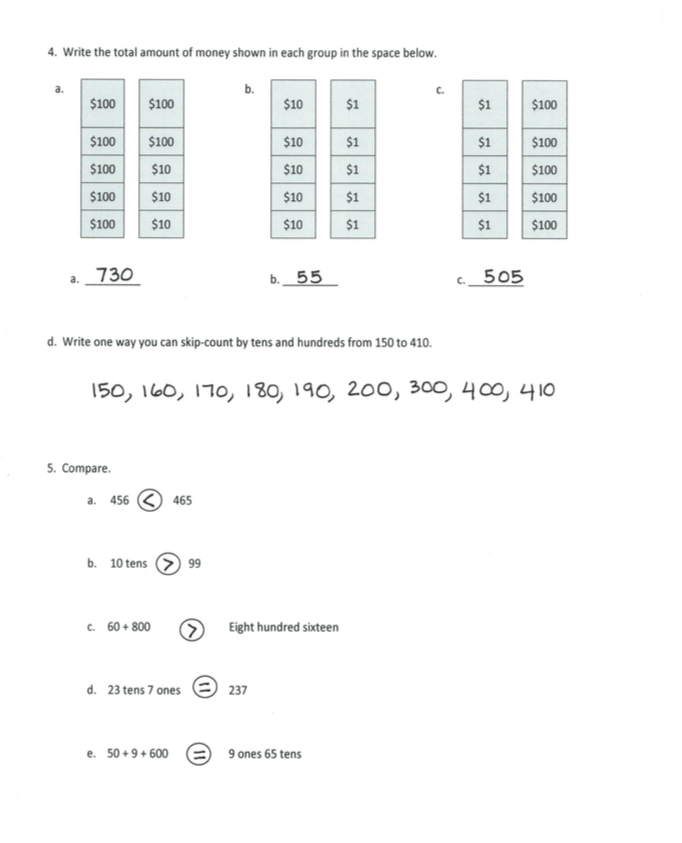
**Second Grade Module 3: End-of-Module Assessment Task Rubric**

| A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item | STEP 1  Little or no evidence of reasoning with an incorrect answer.  (1 point) | STEP 2  Evidence of some reasoning with an incorrect answer.  (2 points) | STEP 3  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 points) | STEP 4  Evidence of solid reasoning with a correct answer.  (4 points) |
| **1**  2.NBT.3 | The student correctly answers **0** of the three parts. | The student correctly answers **1** of the three parts. | The student correctly answers **2** of the three parts. | The student correctly answers **3** of the three parts. (See below.) |
| **(1)** Draws 403 in place value disks.  **(2)** Writes 403 in expanded form.  **(3)** Writes 403 in word form.  Note: Accept various representations of 403, such as 4 hundreds 3 ones or 40 tens 3 ones, etc. | | | |
| **2**  2.NBT.3 | The student correctly answers **0-2** of the six parts. | The student correctly answers **3-4** of the six parts. | The student correctly answers **5** of the six parts. | The student correctly answers **6** of the six parts. (See below.) |
| a. **(1)** 235 b. **(2)** 168 c. **(3)** 634 d. **(4)** 480 e. **(5)** 213 f. **(6)** 730 | | | |
| **3**  2.NBT.2 | The student correctly answers **0-1** of the three parts. | The student correctly answers **2** of the four parts. | The student correctly answers **3** of the four parts. | The student correctly answers **4** of the four parts. (See below.) |
| a. **(1)** 1 b. **(2)** 1 c. **(3)** 10 d. **(4)** 16 | | | |
| **4**  2.NBT.2 | The student correctly answers **0-1** of the four parts. | The student correctly answers **2** of the four parts. | The student correctly **3** of the four parts. | The student correctly answers **4** of the four parts. (See below.) |
| **a. (1)** $730 b. (2) $55 c. $505 d. (4) Explains skip counting using numbers, words, or pictures. | | | |
| **5**  **2.NBT.4** | Student correctly answers **0-1** of the five parts. | Student correctly answers **2-3** of the five parts. | Student correctly answers **4** of the five parts. | Student correctly answers **5** of the five parts. (See below.) |
| a. **(1)**  < b. **(2)** > c. **(3)** > d. **(4)** = 3. **(5)** = | | | |

**Second Grade Module 3: End-of-Module Assessment Task Key**



**Second Grade Module 3: End-of-Module Assessment Task Key (continued)**

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